

THE CEA CRITIC

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Formerly THE NEWS LETTER of the College English Association

Vol. XIV—No. 9

Published at Northampton, Mass., Editorial Office, University of Massachusetts, Amherst, Mass.

December, 1952

Cultivator

[Part of a poem to appear in John Holmes' book *The Symbols*, shortly to be published. The poem is a tribute to "that rare man, a born teacher," Myron J. Files of Tufts. Prof. Files once proposed a modern curriculum: "Teach enough physics so that when we get atomized we'll know what happened, enough history so that we'll know why it happened, and enough philosophy and religion so that we'll have the benefit of any consolation there may be." He pounds in handy home-made pegs]

To hold down larger transcendences.

Not one to set up famous flags,
He is an explorer of five dimensions,
But needs more north for his own legs.

Hungry for green, he sees ground-pine

Springing up underfoot, smells it.
Smiles, makes mystic Melville plain,
Sits Dreiser by Franklin on fence-rails,

And wonders what century he's in.

Hear him wake up the standing timber,
Joking or drawing his Thoreau or God.

He moves, he mills log and lumber,
Lecturing to build citizen-head.

JOHN HOLMES
Tufts College

What Makes a Great Teacher?

Copey gave his audiences full measure, and there were few among the elect admitted to his composition class who did not remember him as perhaps the greatest teacher in their experience. But he didn't have a Ph.D.; he wasn't a "scholar," he did not know Anglo-Saxon and so he waited until he was sixty-five to become Professor.

Today, a potential Copey, in all probability, would not even be named "lecturer in English literature." To become a teacher of English in the great American universities of today it is not necessary to prove that one has the art of communicating what James Thurber calls the "quiet, precise and loving uses" of the English language. It is—almost absolutely—necessary to have gone through the Ph.D. mill. That is why so many college graduates today talk more gratefully of the men without higher degrees who taught them in preparatory school than of the scholars who gave courses in college. Even for high-school teaching a higher degree is rapidly becoming an essential. And yet it remains to be proved that possession of an M.A. makes a man a better teacher.

Lewis Gannett, *N. Y. Herald Tribune*, July 31, 1952, reprinted with permission. (Sent in by Frederic E. Pamp Jr., Am. Management Assn.)

ANNUAL CEA MEETING

HOTEL STATLER

Boston, Massachusetts

Bay State Room 6:00 P. M. Dec. 28, 1952

6:00 p. m., Dinner (Informal)

7:00 p. m., Program.

Ernest E. Leisy (Southern Methodist University), President, College English Association, presiding.

Greetings, President, New England College English Association. Roberta Grahame, Wellesley College.

Occasional poem, "Faculty Committee on Teaching," by John Holmes (Tufts College) National CEA Vice President

Discussion: "Teach Teaching to Teachers?"

Moderator: Gordon Keith Chalmers, Kenyon College.

Participants: John S. Diekhoff, Director, Center for the Study of Liberal Education for Adults. Author: *Milton on Himself. Democracy's College, "Let Mr. Chips Fall Where He May,"* (American Scholar), "Responsibility for the Training of College Teachers" (Journal of General Education), etc., etc.

John Ciardi, Harvard, Ford Faculty Fellow, 1952-53. Prof. Ciardi, winner of Poetry Awards, translator of Dante, Editor, Twayne editions, now studying methods of effective teaching of poetry to non-English majors and technical students. Especially interested in utilizing the pictorial and other fine arts.

Henry Sams, Director, Summer Session, University of Chicago. Author: (with McNeir) *Problems in Reading and Writing*. Participant, CEA-sponsored liaison meeting with representatives of executive world, Johnny Victor Theatre.

Warner G. Rice, Acting Head, Department of English, University of Michigan. His "Our Ph.D.'s—Where Do They Go from Here?"—published as reprint supplement, April 1952 *CEA Critic*.

Reports: CEA Questionnaire on Courses in Teaching for Future College English Teachers.

Edward Foster (Georgia Institute of Technology), President, Southeastern CEA. CEA adviser on Teaching Research.

Sauce for the Gander, Too?

The new course on the Teaching of English grows out of a realization that graduate students in the Master of Arts in Teaching Program in English who take two or three of the regular graduate English courses find that the relationship between them and their teaching is not close enough to be as stimulating as it should be. It is for this reason that we have wanted to devise a new course to bridge the gap between a real mature view of English literature and composition and the needs in the public secondary school.

The course follows our usual formula of trying to bring high academic standards and professional problems into balance. The students do a substantial amount of reading, but it is reading directly in connection with the subject of their teaching. By placing the course in the English Department one has the assurance that the course will be substantial on the content side, and by putting it in the hands of two experienced secondary school teachers it is safe to assume that it will be well handled also from the professional angle.

THEODORE ANDERSSON

Director, M.A. in Teaching, Yale University

The Loss of Kenneth Rockwell

Kenneth Rockwell was one of the most loyal and most truly professional-minded members our conference ever had. He spent himself, both in his teaching and in his editing, to enrich the culture of the state. Leaving us so suddenly, with our debt of gratitude far too much in arrears, he is all the more sadly missed.

JOSEPH JONES
(Univ. of Texas)

(Kenneth Rockwell, former CTEA councilor and Editor of the *Dallas Herald* book-page, died on Easter Sunday. His comments on Joyce appeared in the *CEA Critic* (Feb. 1952). My visit with him, at Arlington, Texas, in Oct. 1951, is extraordinarily vivid. In Prof. Rockwell I sensed a gifted citizen of the republic of letters. He was a gracious host, bubbling over with enthusiasm for the arts and letters.)

ANNUAL DINNER RESERVATION

(Please fill in and return this blank to Prof. Franklin Norvish, Dept. of English, Northeastern University, Huntington Ave., Boston, Mass.)

Please reserve place(s), in my name, for the CEA dinner, Bay State Room, Hotel Statler, Boston, Dec. 28, 6 p. m.

Enclosed you will find a remittance of, at \$4.50 a plate

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(Please make checks payable to Prof. Norvish, Chairman)

Annual CEA Meeting

(Further Information)

Moderator: Gordon Keith Chalmers, President, Kenyon College, Past President, CEA. Author: *The Republic and the Person*, "a discussion of necessities in modern education." (See Oct. 1952 *Critic*, p. 1.)

NECEA greetings, by Roberta Grahame, Wellesley, regional president, author: *Last Bell at Mid-Century*, a volume of poems.

Among commentators on panel discussion: John Ely Burchard, Dean of Humanities and Social Sciences, MIT; Wilbur Dunkel, Acting Head, Dept. of English, Univ. of Rochester; Leslie Hanawalt, Chairman, Dept. of English, Wayne Univ.; Edward Hodnett, Head of English Dept., Ohio Univ.; Jess Jackson, Head of English Dept., William and Mary;

Carl Lefevre, Head, Dept. of English and Communication, Pace College; Harold C. Martin, Director, General Education A, Harvard; Barrius Mills, Chairman, English Dept., Purdue; Laurence Muir, Chairman of Freshman English Composition, Univ. of Arizona;

Frederic E. Pamp Jr., Am. Management Assoc.; R. C. Simonini, Jr., Chairman, English Dept., Longwood; Paul Stoakes, Chairman of Written Communication, Florida State Univ.; William S. Ward, Chairman, English Dept., Univ. of Kentucky; William Willis, Director, College Division, Co-operative Teachers Bureau.

Committee on Arrangements: Howard Bartlett, MIT; James T. Barrs, Northeastern; Richard Beale, Boston Univ.; Newman B. Birk, Tufts; Curtis Dahl, Wheaton College, Mass.; Frederick Holmes, Northeastern; John Holmes, Tufts. Hospitality: Fred Gwynn, Penn. State; Ralph N. Miller, West. Mich.; Hilda Fife, Univ. of Me.

Staff: director, Bureau of App'ts. Albert P. Madeira, Univ. of Mass.; Lee E. Holt, Am. Int'l. College, managing editor, *The CEA Critic*; John Waldman, Pace College, director of public relations; Arthur Williams, Univ. of Mass.

Discussion Values

Curriculum problems, standards of grading written work, interpretation of texts, remedial work, supplementary resources need consideration. Granted that each teacher will discover his own best methods in time, but we might be able to accelerate his explorations and might save him from several pitfalls.

ERNEST LEISY

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CONTENTS

On Teachers and Teaching p. 1

John Holmes, Lewis Gannett,

Theodore Andersson, Joseph

Jones, Ernest Leisy

The Humanities, Ph.D.'s and Jobs p. 2

James C. Austin, Emery Neff,

Maurice Beebe, Francis E. Bow-

man

Triolet p. 2

Ned B. Allen

I've Been Reading p. 3

Gordon R. Wood, Leroy Loemker

Comments p. 4

E. G. Ballard, Kenneth Knicker-

bocker, Dean B. Lyman, Jr., Den-

is Johnston, Warren Smith,

William W. Watt

What Text for American Lit.? p. 5

Ben Fuson

Comments pp. 5-6

Christian K. Arnold, Strang Law-

son, George Wykoff, Kenneth

Rockwell, Ellsworth Mason

Visiting Teachers of English p. 7

Joseph Jones

CEA Abroad p. 7

Sanki Ichikawa

CEA Regional p. 8

Frank Prentice Rand, John P.

Mac Carthy

The Works of Thomas Wolf p. 8

Cecil B. Williams

Divine Right of Humanities

*We but half express ourselves,
and are ashamed of that divine
idea which each of us represents.*
—Emerson.

Enough of this wishy-washy self-condemnatory attitude among English teachers. The trouble with us is that we're so damn humble—a virtue in the individual but not in a group that has the future of civilization to fight for. When we are condemned by the education teachers, the public relations men, or the business men, what do we do?

We look into our "innermost souls" to see if the inquisitors are not right, and finding a grain of truth in some of what they say, we scourge ourselves with self-condemnation, mutual recriminations, and in the end fatalistic despondency. We publish articles on the shortcomings of our colleagues, we cater to students and to businessmen, we experiment with sound and unsound teaching methods, or else we just weep in our highballs. Our utmost defensive action is a sneer or a sarcastic quip.

The truth is there is no more intelligent and conscientious group of its size than the humanities teachers. If I did not honestly believe that, I would not be throwing my lot in with the rest. And I believe most of my readers are in the same position. We obviously aren't here to make money. We are, perhaps, too specialized, but what group in the mechanized age is less so? We do not lack courage: witness the University of California martyrdoms and similar cases through the country. Our only serious—let us hope not tragic—fault is that we are too open-minded, too willing to submit to criticism. We are always inclined to consider impartially rather than to act categorically.

However, this is an age of lobbying and pressure groups. If we do not act briskly toward controlling our own future, some better organized group will control it for us. Alumni organizations, legislatures, administrative cliques, and "education" specialists are more than waiting for the chance. If they can do a better job than we can, then we ought to let them. I say they can't. I believe that we are better prepared than anyone else to operate our own classes, departments, and liberal arts colleges. Not only that, but we are about the only ones left to defend what we consider a truly liberal education.

Let us resist the temptation to compromise. Let us refuse to popularize, to cater to the engineering or the business student, to substitute chatting sessions for fundamentals. For the sake of brevity, I avoid being more specific, but I believe we can agree upon what we stand for and what we stand against if we look at our problems fearlessly. Perhaps our first plank should be freedom for the individual teacher to teach what he thinks best as he thinks best.

The case is really quite clear. For the sake not merely of our jobs but of the future college graduates, who will otherwise all be robots, we must not permit the humanities to be dominated by an alien force. Can't we get together and do something about it?

JAMES C. AUSTIN
Ohio University

Ph.D. Overproduction:
Solution Difficult

I am glad to observe so much concern about the overproduction of Ph.D.'s, but fear that the solution of the problem will be even more difficult than your contributors envisage; for it depends in large measure upon the teacher winning a much larger voice in the financial policy of schools.

EMERY NEFF
Columbia Univ.

I Cannot Be Greatly Alarmed

As one of the "really alarming" number of new Ph.D.'s, I was at first gratified by Edgar M. Hershberg's suggestion in the May *Critic* that access to the profession be limited. A few months ago I was all for easing the requirements for the Ph.D., but now that I am safely through the gate, I should like to see it closed tight on all but the most brilliant of candidates. Then I could sit back while the new people enhanced the prestige of my degree.

On second thought, like Bruce Dearing, I don't like that idea much. As the apparent need and desire for our services decrease, we find ourselves an esoteric minority. But I doubt that we can change our status by becoming fewer still. It would be more logical, though just as suicidal, to make the requirements for the Ph.D. so easy that it would become a label for the majority. If the Ph.D. were as common as the B.A., there would be ample need for our services preparing new Ph.D.'s.

I cannot be greatly alarmed. For the prophets of doom, art has been dying for a good many centuries, yet it gives signs today of being more alive than ever. Our current—and, I think, temporary—trouble is perhaps that too many professors of literature have forgotten that literature is an art. We have been apologetic too long, ready at every opportunity to change literature to whatever is popular at the moment. When the physical sciences were in their heyday, we made literature a scientific discipline; now, in the day of the social sciences, we are willing to consider literature simply a means of expedient communication. Yet the state of the world makes art more attractive than ever, and there may even come a day when it will be the leading enthusiasm. In the meantime, what is wrong with competition?

MAURICE BEEBE
Univ. of Kansas

Help Wanted

When may we expect to receive further detailed information on business houses who can use English majors and in what capacities they can use them? Also information as to what these houses want us to do in preparing our people. I have stirred up a considerable amount of enthusiasm here and need your help with ammunition.

RUSSELL NOYES
Indiana Univ.

Triolet

*I intended a book,
But it changed to an article.
How the learned would look!
(I intended a book)
But committees work too
All my time but one particle.
I intended a book,
But it changed to an article.*

N. B. ALLEN
Univ. of Delaware

To Snatch the Well-Paying
Job?

Recently in reviewing a prospective manuscript on composition I became aware again of the split in the teaching of composition which occurred long ago and with which the rise of CEA was connected—split between those who considered college composition to be one of the disciplines in a liberal education and those who believed that its primary objective was to enable the graduate to snatch and hold a well-paying job. For too long the second group have been writing the texts—practical exposition full of graphs and charts and recipes for a snappy promotional letter. I would like to see CEA reaffirm its endorsement of the first position and fight to hold the line. The clearest statement of this view came from the pen of Robert Gay and appeared in the *News Letter*.

FRANCIS E. BOWMAN
Duke Univ.

Last spring, at the University of Rhode Island, engineering graduates received starting salaries averaging \$325 a month; graduates of business and liberal arts courses averaged starting salaries of \$275. Other colleges reported similar experiences.

That was a pleasant box on page 1 contributed by Gwynn—as were the parting shots in the Joyce free-for-all. (Sept. 1952 *Critic*.)

CARLETON WELLS
Univ. of Michigan

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I've Been Reading

I like your "Books on the English Language" section in the January Critic. I am all for a continuation of that project.

ERNEST S. CLIFTON
North Texas State College

One on Linguistics and One on Language

Now that we are expanding our ten foot bookshelf we ought to add these to the list of writings which present a saner linguistic approach to matters of grammar and style. The first of these is essential. It is E. H. Sturtevant's *An Introduction to Linguistic Science*, New Haven, 1947. Having read it after I had read Hall's *Leave Your Language Alone*, I was impressed by the amount of new information I had received from Mr. Sturtevant. Indeed I am convinced that his is the better book for the beginner, the general reader, and the person who already has some knowledge of the subject.

In the *Introduction* are fifteen meaty chapters on the basic problems of linguistic investigation; they are clearly and compactly written; they are quietly persuasive in tone and lack that manner which makes *Leave Alone* annoying to some, particularly teachers of English. The evidence is so presented that the reader is convinced that linguistic science is science, that he can contribute his bit to that science and that as a matter of fact the fields of linguistic information, ripe and stretching as far as the eye can see, wait but for energetic people to do the reaping. Mr. Sturtevant will be the first to disown the metaphor. But anyhow, for the reasons of clarity, completeness and persuasiveness, and not in any effort to diminish the value of Mr. Hall's work, I believe that my "druther" is Mr. Sturtevant's *Introduction* as the basic, indispensable book.

The other that I would suggest to the advanced student and spe-

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Communication in General Education. Edited by Earl James McGrath. Dubuque: Wm. B. Brown Company, 1949, viii + 244 pp.

What a delight it would be to Monsieur Jourdain, if he were to resume his studies today, to discover that he had not only been speaking prose all his life without knowing it, but engaging in group dynamics, creative experiences, and communication as well. Ever since Protagoras (if it was he) labelled the parts of speech, and Aristotle the principles of logic, we educators have recognized the virtues of the apt label in focussing attention upon neglected truths, and in compelling a fresh understanding of our goals. That communication is one of the more fruitful of such slogans, the present collection of studies, edited by the U. S. Commissioner of Education, proves. Offering not only a statement of principles, however incomplete, but also descriptions of many new programs, it has an increased timeliness now that general education programs are passing, as recently at Harvard and M. I. T., from an elective to a required status.

Such rallying labels tend, however, soon to become conventions

cialist is R. Priebsch and W. E. Collinson, *The German Language*, Faber and Faber, London, 1948. The publishers feel that it is a book for the general reader. Actually it is too technical for that kind of person. The one who can make best use of it is someone with a background of language studies. It is very useful as a supplement to Baugh and Robertson, especially in the information it gives about the early stages of Indo-European and Germanic; the details of sounds and forms of Germanic, of phonology and morphology, and of the treatment of loan words are excellent.

After English has separated from its Germanic kin, the book provides a kind of indirect illumination on what took place in Middle English and early Modern English—it is a matter of suggesting ways of explaining certain developments in pronunciation and the like rather than in pointing out exact equivalents between the growth of the two languages that the *German Language* is valuable here.

On the other hand, the account of the revolt which poets staged against prescriptive grammarianism and correctness will amuse many readers; the portion dealing with syntax, especially that part on sentence and near-sentence patterns, will be useful to those studying Modern English syntax, though the authors could have given more detail here instead of sending us to out of the way journals. The chapter that will probably displease is the one which discusses the genius of the German language; students of linguistics will find there far too many comparisons of one language with another in terms of beauty. Aside from that chapter, however, I have found the others informative; I recommend the book as a storehouse of information and as a guide useful to specialists.

GORDON R. WOOD
University of Chattanooga

and then dogmas, unless we are clear about just what they imply and what they fail to imply in getting us closer to the attainment of our purposes. It is true that the divorce of education from life has invited a neglect of the obvious fact that in using language we are communicating, either with ourselves or with others. It is also true that this neglect has often made the teaching of English trivial and artificial. Philosophers, though they themselves usually communicate readily, have often so completely ignored the process that their systems read as if only I myself, or at most only I and God, comprise the universe. This book amply shows that the new emphasis leads us to take the freshman intelligence more seriously, and to restore to the educational process a concern for the social relations and goals which depend upon our understanding each other's meanings, correcting each other's judgments, and helping each other bring to light common truths.

Praise for Theoretical Papers

Some of the more theoretical papers in the collection deserve particular praise for their treatment of these more critical aspects of education in communication. The common sense principles, often forgotten, which Norman Foerster and Wesley Tilley set up to guide the teacher of English are noteworthy. S. I. Hayakawa's reminder that semantics offers a protection against nonsense must also be commended, as well as Lennox Grey's clarification of the psychological development involved in the creative use of symbols, and Francis Shoemaker's suggestive, but hardly successful, effort to relate communication to the goal of self-realization.

The danger, of course, is one of overemphasis and distortion; one may be tempted to forget that what is communicated is as important as how it is done, and that the qualities of fitness which bind the symbols to the personal values communicated deserve no less attention than do the techniques of using the symbols themselves. And it remains true also that the solitude, or at least the privacy, of laboratory, library, and inward vision is also an important condition of education and growth.

Wealth of Practical Suggestions

The excellence of this volume is found in the fact that its authors have so largely avoided these dangers. Most of the papers are accounts, based usually upon experience but sometimes merely on conviction, of actual programs for using the teaching of speech to achieve more comprehensive educational goals. The most important uses which the book will find will no doubt be the wealth of practical suggestions which it contains about course structures, learning and teaching aids, and methods of evaluating student progress.

Yet in spite of this sense of a new and deepened purpose, these studies of concrete programs are on the whole surprisingly conservative. It would be unkind to attribute this to the predominance of authors drawn from departments of English. Yet it is apparent that communication is still largely the business of the Freshman English

course, and that the frequently expressed conviction that later academic years and other departments are also concerned with the process is, alas, still largely theoretical.

Mystery of Teaching Process

What seems most lacking in these case studies is a matured effort to relate communication to the wider objectives of liberal arts education. Our general confusion about these objectives is still reflected in the plans described. In spite of our growing misgivings about human nature, they still rely too glibly upon the "evolutionary process of democracy." At the same time there is a heavy accent upon the "social determinants of personality"—an emphasis which, overstressed, will pervert the free, creative flow of democratic education. It is frequently apparent that our educational planning still stops, helpless, before the ultimate mysteries of the teaching process and the unclear intuitions which are still all that we have of the pulsations, tensions, and awakenings which mark creative growth. It is well to remind ourselves that the designing of new courses and of curricular reforms is no substitute for this process.

LEROY LOEMKER
Emory University

By JAMES I. BROWN
University of Minnesota

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Comment

Let's Share Our Excitement,
Mr. Lloyd

Mr. Donald J. Lloyd professes in the October, 1952, issue of the *Critic* to have read Miss Lou La-Brant's *We Teach English* "with excitement." Her style is "a delight." May I share a few of her most quotable felicities with readers of the *Critic* who, unlike Mr. Lloyd and me, have not read the book? In a brief seven-page span, for instance, I culled the following sentences, which will give a sufficient notion of her style, and perhaps even some intimation of her "simple, sound common sense."

"Girls reach puberty approximately two years younger than boys. They therefore tend earlier to show interest in books and stories which have a romantic quality than do boys."

"Not until the tenth grade do these differences lessen noticeably and frequently they last even longer."

"In contrast he is influenced, sometimes unfortunately, by the words he and his world use; he often substitutes verbal for more healthy outlets; is frequently confused and misled by the printed or broadcast language he meets in overwhelming quantities, as his elders are also confused and misled."

"Of the constant need for re-examination of words in terms of such concepts as made possible the release of atomic energy, the concept of one world."

Up with healthy outlets! Down with mere correctness!

E. G. BALLARD
N. Texas State College

Capt. James L. Jackson's "On Opaque Projectors Again" in Oct. 1951 *Critic* has been reprinted in *Opaque Projection Practices*, a bulletin published by the Charles Beseler Co., which goes to 40,000 readers.

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Comment

The Less Chaucer He

Teachers of college composition should be conservative and linguists should be strictly neutral. I am not asking for pedantry, but the applause of the linguists at every break with tradition—and the invention of imagined breaks, in some instances—seems unjustified. The noble-savage idea of language is pure romanticism. The alleged picturesqueness of hillbilly speech is largely a myth.

I go along with Kennedy in this matter: "Whatever uniformity and degree of perfection our language now possesses is in large measure the result of the constant and age-long effort of the cultural aristocracy to keep the English language on a high level of usage."

Simple usage, therefore, is not the answer. One may gather many instances of a specific usage, and all may merely represent bad use. The double negative has been defended because of historical precedent: Chaucer used triple or quadruple negatives, we are told. If so, as Browning would say, the less Chaucer he. A double negative is sloppy and ineffective. "They don't know what they want" or "they hardly know what they want"—either is clear and effective. "They don't hardly know what they want" is bad English, and usage counts, I feel, will not make it tidy and respectable.

KENNETH KNICKERBOCKER
Univ. of Tennessee

Hoity-Toity, Mr. Baker

As I should not like to encourage you in the procedure of making unwarranted assumptions about my views, I shall state the elements of my attitude toward linguistics in the field of English. Then if you care to slash at me, you may do so upon at least a limited basis of fact.

Linguistics is a branch of English study; it is not the whole tree. Linguistics men, we assume, are conversant with the essential facts in their field. They should refrain from assuming that others are not. If they simply present the facts, well and good. If they not only present the facts, but also make a justifiable and useful interpretation of them, well and better. But if they deny to others the right to reason upon the facts and to challenge any interpretation which the facts themselves do not warrant, that is ill and bad. It would be well and best if all who can reason were permitted to reason upon the published facts and if ridicule were reserved for bad reasoning and were not extended to persons and places. If Mr. Barzun can reason better than Mr. Lloyd, that is not my fault, but merely my opinion. These are my views in brief.

Snob and slob that I am, writer of "rather" poisonous attacks, resident of a small and remote town, and actually a person who does not know how to teach students without teaching standards, I take satisfaction in these views and shall even endeavor to disseminate them among the young. Hoity-toity, Mr. Baker. "We are arrant knaves, all; believe none of us."

DEAN B. LYMAN, JR.
Adams State College

(For Prof. Baker's comments, see April 1952 *Critic*, p. 4.)

English and Dramatic
Production

(Ed. Note. The following comments are sequels to Francis Ferguson's *The Theatre and the Liberal Curriculum*, Sept. 1952 *Critic*.)

College Theaters: Avenues to
Experimentation

It seems to me that most Colleges go to one or other of the two extremes of (a) supporting a drama department that gives what amounts to professional vocational training, and (b) treating the whole subject as extra-curricular amateur dramatics, of no academic interest.

I wish we could strike a happy medium, where the importance of plays as something to be performed is fully recognized, and yet where students are allowed to come up against the real difficulties of dramatic production for themselves, without too much smooth professional assistance—which they will not get in the world outside, until they graduate to Broadway.

The College Theatres, if they choose to do so, could perform a real service to the Theatre by opening avenues to experimentation at a time when the soaring costs of professional production make this sort of thing hard outside. Mr. Valency of Columbia has said, on the other hand, that Broadway is much more ready to try something new than the College groups. If this is so, it does not invalidate my argument, and merely means that the Colleges are not taking full advantage of their opportunities.

To cast a brick or two at that good old pompous argument that it is useless to try to teach play-writing, since it is a thing that nobody can learn: I used to think this myself, but now I disagree. Not that anybody can learn to write who hasn't a gift for it. Of course they can't. But if they have a gift for it, they can immensely shorten the painful journey towards a style and a technique, by following the same practice that artists and musicians follow in their student days without any qualms—that of studying it intelligently with someone who has been over the same ground himself. He may not be able to tell them what to do, but he certainly can tell them a good many things not to do.

DENIS JOHNSTON
Mt. Holyoke College

Charles Lamb, Redivivus

From the view of one who has acted and directed as well as taught, I disagree with the stress put on performing the drama. Indeed, I should go so far as to say that a professor of drama who knows what he is about can bring the drama alive to a healthier state than the ordinary dramatic director. In short, I believe in reading the drama and in learning to read it as performed plays which have casts, in the imagination, of higher ability than living actors.

WARREN SMITH
Univ. of Rhode Island

Personals

Nathan C. Starr is at Kansai University in Osaka, Japan, as visiting lecturer in English and American Literature—until July, 1953. He has resigned his professorship at Rollins College. He is past president, SECEA.

Kenneth W. Cameron (Trinity College) has been granted a year's leave to complete a volume to be entitled *Emerson's Workshop*.

Dan H. Laurence (NYU) is in Europe until June, 1953. With his base in London, he will travel through France, Italy, and other countries much of the time.

Perry F. Kendig, former chairman of the Muhlenberg English Department, has become dean at Roanoke College. He continues to serve as vice-president of the Penn. CEA.

Franklin Norvish (Northeastern) is in charge of freshman English at Northeastern University and of all English courses in the evening sessions at that institution. He is NECEA Vice President.

For Future Teachers

"How many courses should an English department teach? What is the relative importance of the historical approach, the types approach, the 'new criticism' approach to the teaching of literature? What is the relative importance of English and American literature? To what extent should English departments allow themselves to be drawn into courses in 'comparative literature', 'great books', 'western civilization' or 'the humanities'? Can students evaluate their teachers? Who is the villain of modern poetry—the incomprehensible poet or the uncomprehending reader?"

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What Text for American Lit.?

Each CEA member is entitled, upon the receipt of 10¢ for mailing costs, to one copy of "A Descriptive and Statistical Comparison of Currently Available Survey Anthologies and Reprint Series in American Literature," by Ben W. Fuson, Assoc. Prof. of English, Park College, Parkville, Mo.

This pamphlet is designed to do the spade-work for a teacher who "knows what he likes" but wants the field of possible choice narrowed down before he must make his ultimate decision among two or three sets actually available upon his desk. If he can see at a glance the number and distribution of writers and selections presented in different texts, and the relative space accorded each, he can solve many problems at the outset.

For instance, if he prefers a "masters" approach, a dozen anthologies covering over 100 authors are automatically excluded; if the "heft" of the book concerns him, he'll note that among two-volume texts one is but two pounds per volume while others range to four pounds; if he wishes to stress poetry in his teaching, he'll find several texts with 500 or more poems printed whereas others range down to 250.

If he's young and presumably in need of extensive organization ready-supplied in his anthologies, certain editions become attractive; if he's experienced and independent, preferring to impose his own pattern on the sequence of readings, other anthologies are edited precisely to his taste—as a few moments' perusal of these pages will indicate. If he welcomes the presence of many chapters from novels as an anthological feature, several texts excerpt 20 or more novels; if he rejects this feature, one or more fine anthologies recommend themselves the more strongly to him. *Chacun à son goût*—and here are the analyzed menus.

O'Neill's War on Garbledgook

Jack O'Neill is one of the several communications men hired by "the far-sighted, education-minded" Boeing Administrative Staff Engineer, A. A. Soderquist to carry out an experiment: as a writing skill consultant to give training in administrative and report writing in the Engineering Division. When they had completed their work with 450 engineers, Mr. Soderquist commented: "The response was much better than we expected."

Mr. O'Neill is now working on *Short Talk*, a book telling the story of the Boeing "Short Talk" course. It deals with words, language-structure and meaning; how to improve business and industrial writing; how to measure the results. As an appendix to one of the three teaching manuals used in "Short Talk" sessions (one copy to each of ten participants at each of three two-hour meetings), he includes an item made up of: (1) the first three paragraphs of Gellert Burgess' CEA Chap Book *Short Words*; (2) Lincoln's Gettysburg Address in Short Talk (words of one syllable); (3) Lincoln's Gettysburg Address in Long Talk (current "Language of Business"). He got the idea for (2) from the Burgess Chap Book, and says he's grateful.

Summarizing his Boeing experiment, O'Neill writes: "Our first job was to find out the talking and writing norm at Boeing, compare it with what we believe to be the national norm. Analyzing 10,000 words of long-distance phone talks gave us the figure 23-30. 225,000 words of copy, brought in to our meeting by clients, gave us a writing figure of 60-80. Conclusion: Boeing Writing Diction Level is twice as high as the Talking Diction Level. ("Diction Level" refers to: (1) Length of word in syllables; (2) Height of word in the abstract; (3) Ratio of Latin-English to Saxon-English.) Short Talk par—30. How does Boeing writing and talking compared with our (rather limited) national figures? Right in the groove; neither higher nor lower."

This correspondent writes that friends at the University of Washington assure him college English teachers are doing something about "Garbledgook."

His reply: "Amen, and may God and Gabriel bless their efforts." "Please tell me," he asks, "what the CEA is doing about 'it,' and what part The CEA Critic plays." Then comes another question: "... Is there anything I, in my humble way, can do for you? ... If your work has anything to do with words, language-structure, communication or semantics (getting more meaning over to more people—faster and with less Garbledgook)—we're bending elbows at the same party."

"In the November, 1951, issue of the Vertical File Service Catalog there appeared reference to a booklet entitled 'Snobs, Slobs and the English Language.' We are enclosing \$.25 to cover the cost of one copy of this booklet."

ROBERT T. V. FINGERHUT
Western Electric Company

English Major An Asset

As one ex-teacher of English in one of our state universities and as a reasonably typical product of undergraduate and graduate training in the humanities, I was greatly interested in the replies to Mr. Howes' article, "What Can We Do to Be Saved?" [March 1952 Critic]. I was somewhat disturbed, however, by the implications in Mr. Dearing's letter and the one from the man who had just received his M.A. that the graduate with a degree in English has but one job open to him: that of teaching English (to majors who will, in turn, become teachers of English).

For six months now I have been a technical editor in a naval research laboratory. Admittedly, no valid conclusions as to the value of a training in English and the humanities in preparing one for such a position can be based on my limited experiences. The fact that I was hired for the job, however, by men with grave responsibilities in our defense program is, I believe, significant.

I understand that industry and research organizations have, in the past, preferred to staff their publication departments with engineers and scientists possessing some demonstrable skill in writing. There seems to be, however, a growing tendency to seek the English major who has the ability to comprehend technical matters at least in government laboratories.

The head of the publications department at this laboratory, a biologist-turned-editor with several years' experience in government laboratories, explains that majors in English make better editors than do technically trained men simply because their training is broader, giving them a better general understanding. Editors at this laboratory, for instance, must work with reports concerning research in almost every branch of engineering, as well as several of the fields of "pure science." The broad background of the major in English becomes, in such cases, an asset rather than a liability.

There seems to be at least one area in which English majors can "peddle their BA's in humanities for suitable jobs," where a broad liberal background has "an advantage in job seeking."

CHRISTIAN K. ARNOLD
U. S. Naval Civil Engineering Research and Evaluation Laboratory,
Port Hueneme, California

Memo. to Executive

1. The CEA Institutes and allied liaison activities are an effort to serve the joint cause of education in the communicative arts of English. These efforts benefit both the academic world and the business world.

2. These activities are of two major types:

a. "Public Relations," "Psychological Re-Orient-ation and Adjustments," "Education"—TWO-WAY.
b. Improvement of technical "know-how" and method for the production, through education in the communicative arts of English of the product desired to fill our modern business, civic needs.

3. Already, we have demonstrated successful projects—chiefly in (a), partly in (b).

4. Already, additional projects are being planned; some of them have moved into actual preparation.

5. The liaison activities are increasing at a fast pace and with unexpectedly strong momentum.

Please note: The Sales Promotion, Public Relations, etc., phase of our CEA Institute and allied liaison efforts has two sub-phases—one negative; one positive. Negatively it is a job of breaking down barriers of mutual suspicion, misunderstanding, even hostility, on both sides. Positively, it is a job of developing that understanding and friendliness which make teamwork in this effort possible and effective. We must have the right psychological attitudes and atmosphere, on both sides, if we are to do the rest of our job effectively.

You wish us English teachers to strengthen our work so as to make our students going into business and industry more effective in the arts of oral and written communication. How do our English teachers come to know your wish? Through the liaison activities which we of the College English Association have already initiated. If we had not had to plan for the 1952 CEA Institute, I should not have talked to you about this matter, you would not have been invited to our Institute to speak, there would not have been our post-Institute correspondence—there would not have been your valuable letter to me.

Now I do believe more and more strongly as I push further into this enterprise, that this "Contact—Interchange and Human Relations (two-way)" is one of the most important services our CEA-sponsored liaison activities are already rendering in a preliminary way and are going to render in a full-fledged way both to the academic world and to the business world. Maybe you want to call it public relations. Maybe you want to call it a two-way sales-and-promotion job. But, however you call it, let us realize that it is very real, of very practical and tangible results, and, just in terms of ultimate practical benefits received, of great value to business and industry. If it is successful, it does at least three things:

1. It "communicates" (!) to our English teachers the need and desire to do more effective work in English studies with their students.

2. It "communicates" to these teachers the fact that, contrary to what they often feel, they are not alone in wanting to get their students to be effective communicators in business and civic life; that among highly regarded and influential executive leaders, they have allies and practical supporters.

3. It "communicates" to school and college administrative officers—school committees, superintendents, principals, supervisors; boards of trustees, presidents, deans etc., legislative committees on university budget—(a) that the leaders among our solid citizens believe in the worth of the teaching of English teachers; (b) that these leaders want to see this work strongly supported; (c) that they are willing to invest in efforts toward this end.

The American College Dictionary Contains Chlorophyll

HARPER & BROTHERS

English Is a Verb

Let us think of "English" as a verb, normally transitive and in the active voice; or as a group of strong verbs with internal differentiations and multiple objects: to see, to feel, to hear, to read, to think, to write, to speak. Some of these mutually supportive functions are receptive but none is passive. . .

As long as we and our public think of "English" only as a noun—a subject to be studied, a code of laws, or a decorative artifact—we must put up with large classes for we can instruct in such fashion as many as a loudspeaker will reach. If, on the other hand, we want to make the use of language and the experience of literature a dynamic activity for every student we should at once launch a campaign to persuade administrators and taxpayers that good English teaching demands the workshop kind of situation. English is the verb to do, individually and in small groups. To get it done we need classes of manageable size, and enough consecutive time (the double class-period) to free students doing it from the tyranny of a bell that always rings too soon.

It is ironical that the workshop-class of limited size is regarded as obligatory for training in hand skills, but as a luxury for initiating our young into the craft of communication and the language of literary art. Let us begin to talk of English as a Workshop, not merely for remedial but for all normal teaching purposes. Here—in addition to a good five-cent nickel—is one of the things this country needs most.

STRANG LAWSON
Colgate Univ.

Reprinted from *The English Record*

Mr. Lawson reports that at Colgate, English teachers take opaque projectors into science laboratories where they and subject matter teachers discuss projected reports with the students and criticize them. "If it isn't good English, it isn't good science either" is the slogan.

A Creative Approach to Writing

ROGER H. GARRISON
Briarcliff Junior College

Especially useful in the second semester of Freshman English, this text presents a unique and successful approach to composition and creative thinking.

"A series of excellent informal discussions of some of the typical problems of thinking and writing for the beginning student who really wants to learn to write well."—From a Review in *College English*, 1951, 221 pages, college edition \$2.50.

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The Load's The Thing

Our courses in the Teaching of English may be partly responsible for the poor English preparation of many college freshmen—probable reasons: low requirements by state departments of public instruction, in the matter of professional (i. e., English, not education) hours required, and even permitting minimum passing grades to qualify a candidate to teach a specialized subject.

Another cause for this poor preparation is the heavy teaching burdens of high school teachers. Dr. Amanda Ellis gave an excellent though somewhat general report on this subject at CEA national meeting a year ago. [See *CEA Critic* Jan. 1951.]

I wonder whether this Committee on High School Teaching Loads is still in existence in theory; if not, I believe it should be re-activated.

Much of the trouble, I am becoming convinced, with both the problems mentioned is getting school administrators to take action (the English teachers themselves seem willing enough).

GEORGE S. WYKOFF
Purdue Univ.

(Dr. Amanda Ellis was chairman of the CEA Committee on Teaching Loads with Profs. Wykoff and Francis Bowman (Duke) as the two other members.)

Wanted and Received

O. C. Rupprecht (Concordia College): "The enclosed check is payment for eighteen copies of the May, 1949, chap book, *The Man of Letters and American Culture*, by Dr. Ludwig Lewisohn. These copies were ordered for eighteen students in two of my classes. I thought you might like to know that the orders were placed by request of the students without any prompting on my part. I have a supply of about twenty of these copies which I use from year to year. This is the first time that students who had read Dr. Lewisohn's address decided to buy copies of their own."

O. C. RUPPRECHT.
Concordia College,
Milwaukee 8, Wisc.

W. C. Jackman (Univ. of Illinois, Navy Pier, Chicago): "Are additional copies of your supplement to *The CEA Critic*, Vol. XIII, No. 6, September, 1951, available? It is the one that contains the excellent Lloyd-Barzun debate. If additional copies are available—and not too costly—I should like to have about fifty for my students." (Order filled.)

Eleanor Goddard Worthen (Western Reserve Academy): "I should like very much to obtain a copy of the October issue of *The CEA Critic*, which contains a review of *The Meaning of Shakespeare*, by my father, the late Prof. Harold C. Goddard. . . I thought the review was a very fine one indeed."

Joseph Jones (U. of Texas): Will you kindly send me a duplicate of the Nov. *Critic*? I sent mine to the Dean of the Law School with a note calling attention to the article on "The Law and the Humanities," and he informs me that he likes it so well he's going to keep it."

Postscripts on Joyce

There can be no doubt that James Joyce is one of the most important names in contemporary letters, but whether or not he is a great writer is another thing. It seems to be impossible to have a sane attitude toward the man and his works; one must be either with the adorers or the defamers.

Those who dislike Joyce and his work have very good reasons for doing so. They belong to the small group of critics and the very large group of readers who believe that the spoken and the written word has as its primary purpose the conveying of meaning, and Joyce, in "Ulysses" and "Finnegans Wake" does anything but that.

The adorers hold that there is much meaning and great truth in both these works, but that like all great writing, time and study are required before either book can be understood. They point to the seeming obscurity of Browning's poems, and their resultant lack of appreciation in his day, and they prophesy that Joyce will be as easily understood in the future as the great English poet is now.

The comparison of these camp followers is, of course, faulty. Robert Browning did not find it necessary to construct a new language in which to embody his thought. He used the linguistic tools at hand and built nobly with them.

KENNETH ROCKWELL

The student is interested in *Ulysses* because he senses that it concerns him. It is only necessary to show him how to read and dramatize the text and to lead him into some of its larger aspects. These are myriad, and the problem here is choosing among them. On the choice will depend to a considerable extent how the classes in *Ulysses* will be conducted. For instance, a course could be given on Joyce's treatment of the city alone, on the richness of observation and depth of understanding which enabled him to project the dynamics of a city more vividly and vitally than has ever been done in literature—its physical unity and variety, its interdependence and internal conflicts, its intricate mechanisms, its organic nature, pulsulating with life and movement like a sprawling giant gasping for breath. Such a course would pretty much dictate its own method of teaching. Other aspects of the novel are veritably inexhaustible, since repeated readings only broaden and deepen the novel. It could be taught so many radically different ways, each offering rich resources and exciting material, that strenuous thought is required to determine what to present and how to present it.

ELLSWORTH MASON

Eva LeGallienne, Margaret Webster, and Charles E. Green have founded an organization entitled *Theatre Masterworks* to supply full-length recordings of great plays unavailable through regular commercial channels. First album; *Hedda Gabler*, narration by Margaret Webster; trans. and director, Eva LeGallienne. Second album (projected): *Tchekov's The Cherry Orchard*. Address: Charles E. Green, 30 Rockefeller Plaza, New York 20, N. Y.

Thumb Nail Sketch

T. M. PEARCE OF NEW MEXICO
(CEA Vice President)

Born in Covington, Kentucky, May 22, 1902; moved to Montana when twelve years of age. Graduated from Missoula, Montana, County High School in 1919, University of Montana in 1923 with B. A.; University of Pittsburgh in 1925 with M. A.; studied terms at University of California, Summer 1928, at University of Chicago, Summer 1929, and graduated Ph.D. University of Pittsburgh, Summer 1930. Taught as an instructor at University of Pittsburgh, 1925-1927; rose from assistant professor, University of New Mexico in 1927 to professor in 1940. Edited *The New Mexico Quarterly* from 1931 to 1939; was head of the English department from 1939 to 1951.

Has written probably forty articles and seven books, by himself or in collaboration with others. The articles have appeared in *American Literature*, *American Speech*, *The Southwest Review*, *Western Folklore*, *Modern Language Quarterly*, *Notes and Queries*, *Word Study*, *Shakespeare Association Bulletin*, *New Mexico Historical Review*, *New Mexico Quarterly* and some others, including the *New York Times Books*. They have covered subjects like Southwestern literature, American English in the Southwest, the sources of Christopher Marlowe's plays and thought, annotations to Shakespeare's plays. At the Huntington Library in Pasadena (for Term II, 1951-52) to try to do a book on Marlowe and Jonson, tracing literary indebtedness of the latter to the former.

Has been interested in folklore, folk arts and crafts and the literature of the English Renaissance, plus the literature and language of this Southwestern region.

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Bulletin Board

Coop. Bureau for Teachers

The Cooperative Bureau for Teachers, 1776 Broadway, New York; Governing Board for 1952-54: Sidney J. French, Dean of the Faculty, Colgate University, chairman; J. Folwell Scull, Jr., Headmaster, Polytechnic Preparatory Country Day School, Vice-Chairman. William S. Willis is Director of the College Department. A former faculty member of the Univ. of Virginia and holder of a doctorate from the Sorbonne, and formerly with the United Nations Fellowship Division.

Four types of membership: for individual teachers, for schools, for colleges, and for educational associations. Each member, of whatever type, receives the Bureau's services of placement and information in return for an annual membership fee. The Bureau serves both member and non-member colleges, giving each the same careful attention. Details on request from Dr. Willis.

Fulbright Grants

Opportunities for lecturing . . . Finland and Germany . . . 1953-54. Applications Spring, 1953, when details will be available.

Comparative Lit. Newsletter
Levin Lauds Irving Babbitt

First issue Spring, 1952. Published by and for Harvard Comparative Lit. Conf. Harvard Dep't. of Comp. Lit. founded 1904. . . "Among the undergraduates and outside the university, it was Irving Babbitt who most vigorously embodied our subject. Though he was nominally a professor of French, his courses in criticism and in Romanticism were the great staple of this department's curriculum."—Harry Levin in "Retrospect." . . Correspondence: Miss Eleanor Towle, Holyoke House 15, Harvard Univ., Cambridge, Mass.

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ACLS Awards

In a national competition for First-Year Graduate Fellowships offered by the American Council of Learned Societies, fourteen awards have now been made for 1952-53.

In the search for candidates under this program, more than three hundred colleges and universities were invited to nominate a maximum of one for each institution.

The purpose of this ACLS program is recruitment of outstanding college students in the humanities fields for the first year of graduate study at universities in the United States. The subject of graduate study and the place of study are determined by the candidate.

Among the recipients, the following in Eng. Lit.: Clare L. Colegrove, Mich. State; Caroline J. Crea, Agnes Scott; Jack G. Goelner, Allegheny; Wm. B. Patterson, Jr., Univ. of South. In Comparative Lit.: Alexandra Karmansky (State College of Wash.); Burton E. Pine (Haverford).

New ICIRI

The International Council for the Improvement of Reading Instruction has expanded its professional bulletin, "The Reading Teacher," into a full-sized magazine beginning with the fall issue. Nancy Larrick will continue as editor.

ICIRI headquarters, Reading Laboratory, Univ. of Pittsburgh, Pittsburgh, 13, Pennsylvania.

H. ALLAN ROBINSON

MLA-Macmillan

The annual MLA-Macmillan Award in English or American Literature has been announced again, to be given for a book which "through sound research, contributes significantly to the general understanding of English or American literature." Closing date June 1, 1953. Members of the MLA eligible.

Enclosed you will find a check for the renewal of my membership. In *The CEA Critic*, with its vigorous approach, please continue stressing the Humanities and their "spiritual" values for our increasingly materialistic civilization.

REV. E. A. STAUFFEN, S. J.
Regis College

Thank you very much for sending me the March issue of *The CEA Critic*. The Henson article presents such a valuable idea that I am glad I asked for a copy.

F. D. LEMKE

Dean, Heidelberg College

Enjoyed Howes and Reynolds particularly in March. See AATP Bulletin just in for "The English Teacher and His Natural Enemies." Suggests we might organize some sort of campaign to carry the war to the enemy. We seem to have convinced ourselves.

ROBERT T. FITZBUGH
Brooklyn College

Mabel Lacey (Kansas State): "Last spring I decided to give up my membership in CEA . . . but when *The Critic* came yesterday I realized that I could not get along without it even for financial reasons. . . I am sending a check of \$2.50."

Visiting Teachers of English

As part of the English Language and Orientation Program at the University of Texas, July 28 to September 7 of this year, under the auspices of the U. S. Office of Education, a group of visiting teachers of English participated in special courses involving advanced work in phonetics, grammar, and syntax and in American literature and civilization. Faculty members from several departments of the University cooperated in staffing the Program: English, Speech, Government, Romance Languages, with visiting lecturers from other departments, particularly the humanities. Members from the English department were Ralph B. Long, R. C. Stephenson, John G. Varner, and Joseph Jones.

In addition to classroom and laboratory work, the visitors were offered local field-trips and several longer bus excursions; special programs of music, motion pictures and lectures by local civic leaders and others; and various social functions including an "authors night" at which several writers resident in Austin and vicinity were present.

Another portion of the same program offered similar work to a larger group of orientation students coming from these countries: Argentina (1 student), Brazil (4), Costa Rica (1), Cuba (1), Egypt (1), El Salvador (1), France (3), Germany (5), Japan (22), Mexico (3), Pakistan (2), Peru (1).

JOSEPH JONES

Univ. of Texas

Dr. Logan Wilson, president elect, Univ. of Texas, served as asst. prof. of English, E. Tex. State, 1928-1930, 1932-1936. Wilson later entered sociology and is author of several works in that field, including a study of university faculties entitled *The Academic Man*.

CEA Abroad

Tokyo, Japan
Oct. 29, 1952

Dear Mr. Hallgren,

Thank you very much for sending me copies of *The CEA Critic*. As Director of the Institute for Research in Language Teaching I will make them accessible to members who might care to read them. Very many thanks.

I note that many of the copies bear the stamp of "Mamie Meredith," and I remember the copies of *American Speech* which you kindly sent me soon after the close of the war were also duplicates from her library. Please thank her on my behalf.

"The Dictionary of English Quotations with examples of their use by modern authors" on which I have been engaged with two collaborators for many years has just been published and I am sending a copy to you at the same time, though it will take a month or so in reaching you.

I'm ashamed to write to Miss Louise Pound, since a new edition of my "Diet of English Philology" in which her portrait is to appear, is not forthcoming yet, which I promised to send her on its appearance. I beg of you to make apologies when you see her next. I trust she is in full vigor.

BANKI ICHIKAWA

Ed Foster's Forays

Last year nearly all of my notes from graduate and undergraduate courses in literature were carried off by an illiterate janitor. They included about four pounds of philosophy, a good six of American literature, and ten of English—all periods and forms. Frantic search took me at length to the city dump. Without an excavation job priced at over a hundred, there was no conceivable way of reclaiming my treasure. I erected a small and tasteful marker and walked away. Now it doesn't seem to matter.

SENTENCE CRAFT

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Newsome & Borgh

This new text-workbook is intended for freshman English classes and approaches grammar, spelling and punctuation as functional and related parts of a meaningful structure, rather than as separate and isolated problems. In brief, it teaches English composition thoroughly by teaching a true mastery of its simplest unit—the sentence.

\$3.50

SHORT STORY CRAFT

by
Gliks & Bower

Short Story Craft presents 27 modern American stories to illustrate specific technical problems and types of structure. The editors also include a discussion of techniques in short story writing, and a straightforward account of the contemporary editor's attitude toward material that reaches his desk.

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